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EDITORIAL NOTE

The death of Professor Wilhelm Münch of the University of Berlin has deprived Germany of one of her best-known and best-beloved educational leaders and the *School Review* of a valued advisory editor and contributor. With Paulsen and Münch both in active and sympathetic service the first university of the empire was equipped to maintain the educational leadership of the country. And how splendidly and effectively did they battle for progress in a land where it is easy to be conservative and content with things as they are! Now that both are gone it will be difficult, even in Germany, to find men of their breadth of view and commanding influence to take up their work.

Professor Münch was born in 1843, was educated in a *Gymnasium* and at the universities of Bonn and Berlin. His work at the university was largely philosophy and theology. Coming of a line of preachers, he engaged for a short time in the work of a pastor, but soon turned to teaching. He was successively a *Gymnasium* teacher, rector of a *Gymnasium*, and superintendent of schools at Cologne. In 1897 he was called to the University of Berlin as professor of pedagogy, in which position he remained until his recent untimely death. No better preparation could be imagined for his work of the past fifteen years at Berlin than that gained during the long period of his connection with the schools. As we sometimes say, he knew the schools. And he never lost his interest in them and the practical questions which Germany's new social and economic life has been raising for all progressive school men. It was, perhaps, his practical knowledge and sound judgment that gained for him the respect and confidence of the school men of his country. He was not primarily an educational theorist of an older type, nor again an experimentalist of the newer type. He brought a well-trained mind and a large experience to bear upon immediate and practical problems.

It was not until he entered upon his university career that he devoted himself systematically to authorship. This phase of his activity revealed again his fundamental interests and capacity. In the first place, he was interested in all the newer movements in education at home and abroad and was able to detect their real importance and value, even when characterized by radical departure from the customary and traditional. He knew and wrote of the work of Reddie in England, Demolin in France, Dewey in America, as well as that of Lietz or Gurlitt at home. At the same time, he could look upon the German system from within, could recognize its weaknesses, but did not fail to advocate the retention of really distinctive and vital features of that system. In a word, he was an intelligent, sympathetic, and hopeful critic of the present-day school and a wise leader in the movement for progress.

W. B. O.